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ABSTRACT

This tenth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers the skills needed to effectively obtain feedback from a community concerning its expectations for, and opinions of, the local vocational education program. The terminal objective for the module is to obtain feedback about a vocational program in an actual school situation. Introductory sections relate the competency to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

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MODULE

G-10

Obtain Feedback about Your Vocational Program

MODULE G-10 OF CATEGORY G—SCHOOL-COMMUNITY RELATIONS
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

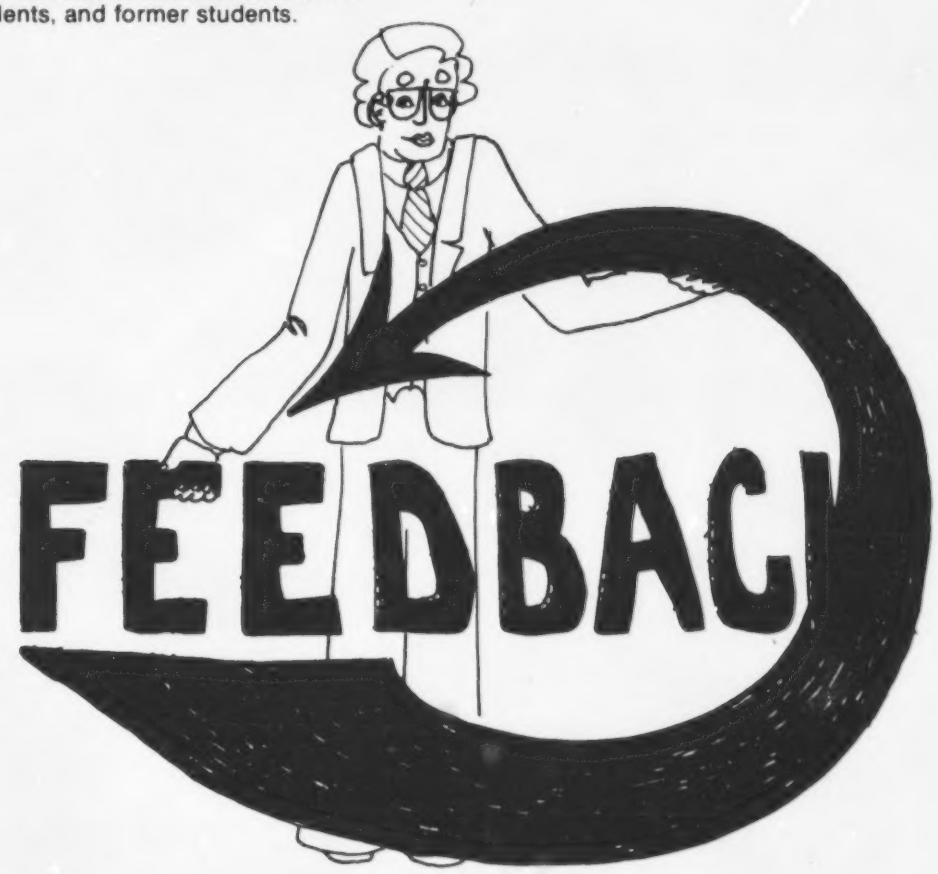
INTRODUCTION

Educators must know what kinds of programs the people in the community **want** and **need.** To answer the question of what the community wants in the way of vocational education programs, the vocational educator must obtain **feedback** from community members. This feedback should contain information on what individual citizens in the community and the school feel the vocational program should be accomplishing and how well they feel the job currently is being done. In the process of obtaining this feedback, the vocational education teacher has an opportunity to inform members of the community of the newest trends and needs in education.

Much valuable feedback can be gained in an informal manner by visiting with individuals in stores, on the street, at coffee, at community functions, at club meetings, at church, etc. Individuals from whom this feedback might be solicited are parents, businesspersons, members of the advisory committee for vocational education, community leaders, students, and former students.

Objective data are also necessary. Our communities are demanding more of educators than educated guesses. They want **accountability.** The answers to the potentially embarrassing questions "Why are you teaching this course?" or "How well are we doing?" can be partially found through planned studies. Opinion surveys, studies of enrollment trends, in-school election results, and a community's voting record on financial issues can help give direction to vocational education programs.

This module is designed to give you the skills you need to effectively obtain feedback from a community concerning its expectations for, and opinions of, the local vocational education program. It will give you skill in formally and informally gathering community and school feedback about your vocational program.



ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, obtain feedback about your vocational program. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for, and steps and procedures involved in, obtaining feedback from the school and community concerning your vocational program (*Learning Experience I*).
2. Given a case situation describing the professional problems of a hypothetical teacher, develop a plan for obtaining feedback from the school and community which that teacher could use in solving those problems (*Learning Experience II*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

A teacher experienced in obtaining feedback about the vocational program with whom you can consult.

2–5 peers with whom you can brainstorm techniques and procedures for obtaining feedback.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual school situation in which you can obtain feedback about your vocational program.

A resource person to assess your competency in obtaining feedback about your vocational program.

This module covers performance element numbers 259–266 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the rationale for, and steps and procedures involved in, obtaining feedback from the school and community concerning your vocational program.

You will be reading the information sheet, Obtaining Feedback about Your Vocational Program, pp. 6–14.

You may wish to meet with a vocational teacher in your service area who is experienced in obtaining feedback about his/her vocational program to discuss the various ways in which feedback is obtained.

You may wish to meet with a group of peers to discuss techniques and procedures for obtaining feedback about your vocational program.

You will be demonstrating knowledge of the rationale for, and steps and procedures involved in, obtaining feedback by completing the Self-Check, pp. 16–17.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 19–20.

Activity

For information on various formal and informal techniques you can use to obtain feedback from the school and community concerning the vocational education program, read the following information sheet:

OBTAINING FEEDBACK ABOUT YOUR VOCATIONAL PROGRAM

To serve the local school and community well, a vocational education program needs to be based upon a clearly defined set of goals. Every individual person expects something of the school system and its vocational program, even though these expectations may not be clearly formulated. It is up to the vocational educator to use **formal** and **informal** means to find out what the school and community expect from the vocational program, how well they perceive the program to be doing, and then to use this information as one very important source of data in evaluating and shaping the program.

This is not to say that there is a one-to-one relationship between the expectations of the school and community and the direction your program takes. That is, negative reactions (or positive suggestions) received should not automatically result in changes in the vocational program. Vocational program goals, objectives, and curriculum are derived from a variety of sources (federal legislation, state plans, community surveys, student interest data, manpower data, occupational analyses, recommendations from business and industry, etc.). Similarly, program evaluation is a complex undertaking, involving consideration of many factors, some of which may be unfamiliar to the persons giving you feedback on your program.

Thus, any feedback from individuals or groups in the school and community must be put in perspective (e.g., how well informed the person or group is about vocational education policies and trends, or the needs of the community as a whole) and weighed against other inputs. It may well be that change is necessary **not** in your program, but in your school-community relations efforts.

For example, if fund-raising efforts for your student vocational organization have been unsuccessful, and the people contacted have downgraded the value of the organization and its activities, you should not immediately assume that something is wrong with your club/chapter. You would be wise to think through just how good a job you have done in **informing** the public about the goals of the organization and the important relationship between its activities and the total vocational program.

What we are saying is that the vocational program should be designed to serve the needs of the students and of the community. The community which supports the educational system has a right to know **what** the schools are doing and **why,** and a right to expect that the schools will be **responsive** to its needs and opinions, open to suggestions and criticism as well as to praise. Negative reactions to a program or policy may stem simply from poor communication or lack of information, indicating a need for better school-community relations planning.[1]

Or, there may well be a serious problem with the vocational program. In any case, to maintain the support of the community, and to obtain and convey information about how well the program is serving it, you need to be alert to the signals people and events send out, to recognize and respond to legitimate concerns, and to seek opportunities to inform and learn from members of your school and community.

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1. To gain skill in planning a comprehensive school-community relations effort, of which obtaining feedback concerning the vocational program will be a part, you may wish to refer to Module G–1, *Develop a School-Community Relations Plan for Your Vocational Program.*

Feedback from the school and community can be obtained in various ways. Here are several methods which will be discussed in this information sheet.

- Obtain informal feedback on the vocational education program through contacts with individuals in the school and community.
- Conduct opinion surveys in the school and community concerning the vocational educational program.
- Analyze enrollment trends to determine student and parent acceptance of the vocational education program.
- Consult with the advisory committee to obtain information concerning their expectations of the vocational education program.
- Acquire information from community leaders (e.g., leading members of political, social, and economic groups) regarding their expectations for the vocational education program.
- Study community voting results on financial issues affecting the vocational education program to determine community support.
- Study in-school election results (student council, class officers) to determine the image of the vocational students in the school.

Informal Feedback

Communication on a person-to-person basis between vocational teachers and individual members of the community can be a valuable means of obtaining feedback on the school's vocational program. Opportunities for informal face-to-face conversations arise in stores, offices, business places, cafes, homes, theaters, club meetings, club luncheons, church, and almost any public gathering. The vocational teacher can identify himself/herself with the vocational education program while visiting with members of the community and use this opportunity to both convey and receive information concerning the school.

Informal communication should be spontaneous, but you can help make it happen by becoming involved, attending faculty and other school meetings, participating in community and church activities, and being active in social activities. Meet and mingle with faculty members, city officials, school administrators, school custodians, parents, business people, and vocational coordinators.[2]

These informal conversations with individuals in the community can encourage people to express their ideas, desires, opinions, and aspirations for the school and especially the vocational program. Informal, one-to-one contacts can sometimes involve people more effectively than messages aimed at a group, and thus can lead to more direct cooperation in solving problems and building the vocational education program. The school is subject to evaluation by every citizen, even if that evaluation is made almost unconsciously on the basis of newspaper reports, student's reports, and hearsay. Thus, you must be open to the "signals" sent out by people in their everyday conversations.

By continually gathering feedback in the form of complaints, ideas, praise, and expectations, you can get a useful picture of the current evaluation of your vocational education program. The next step is to weigh the **implications** of this feedback and, if you determine that it is necessary, make **modifications** and **improvements.**

Let's take an example of how being alert to **informal** feedback can give you a better picture of community attitudes toward the program, so that you can either correct misconceptions or work to make necessary changes. In 1976, in response to new state legislation requiring annual reports to the community, the Columbus (Ohio) Public Schools distributed information on the goals and objectives of the educational system. Reports at the building level were sent home with students, and a district report was made available through the office of public information. The expectation was that school-community relations would be improved, and more informal discussion and better decision-making would be possible, as a result of this sort of "accountability" measure.

If you had been a vocational teacher in this city at that time, you would have been wise to take note of, and actively solicit in your day-to-day interactions, people's reactions to the information they were given (in particular, their response to vocational program goals and objectives). In other words, it would have been a mistake to assume that more formal avenues for obtaining feedback (e.g., discussions at public board of education meetings) would give a complete picture of community response to the report.

Often, community members have concerns or opinions which they do not make public through

2. To gain further skill in working with members of the community, you may wish to refer to Module G–8, *Work with Members of the Community.*

"proper channels," but are willing to voice in a one-to-one or social setting. Do people **understand** the report and the vocational goals and objectives as stated, or are they written in an unclear and/or too abstract way? Does a certain group feel its **needs** have been ignored in the formulation of vocational goals (e.g., handicapped persons, inner-city residents, adults who wish to upgrade their skills)? Do parents **agree** with the report in terms of **their** perceptions of their children's progress and the accomplishments of the vocational program?

The feedback you got on this report could signal problems in the vocational program or in school-community lines of communication. Based on what you learned, you might have needed to gather further information. (**Are** the needs of handicapped persons ignored in the vocational program? Would an opinion survey reveal deep-seated prejudice among students, faculty, etc., toward certain groups and their vocational needs?) Then, you could have taken appropriate action.

Formal Feedback

Feedback from Opinion Surveys

When seeking feedback on vocational programs or proposed vocational programs in your community, the **attitudes** and **opinions** of taxpayers, parents, teachers, and pupils toward vocational education and the operation of the local school system should be sought. Informal communication is invaluable, but more formal methods should also be used to gather objective data. One such tool is the opinion survey.

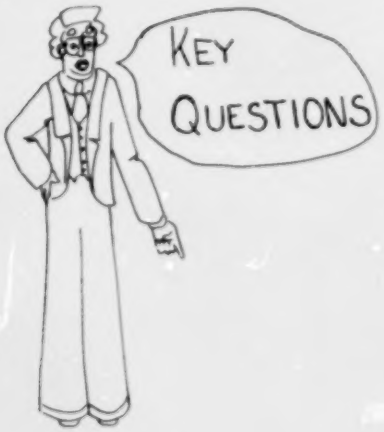
You may already have been involved in conducting a formal community survey, or one may be available to identify program needs and measure the relevance of the vocational program to community and student needs.[3] Such a survey may have given you some indication of the opinions of the school and community concerning the vocational program. An **opinion survey,** however, can give you more direct information from students, teachers, administrators, taxpayers, politicians, and others, on how they feel about the vocational program, or it can give you their reactions to proposed changes in the program. Following are some suggestions for possible opinion surveys in the school and community.

- Survey low-support precincts to determine reasons for lack of involvement and concern.
- Survey owners of businesses (or people who pay other than residential property taxes) on the value of vocational education programs to the community. Note especially what areas of improvement they suggest.
- Survey local employers to determine their interest and willingness to provide part-time jobs and/or co-op work stations for vocational students.
- Survey tenth-grade students to gauge their attitude toward the vocational education program and their reaction to the level of community support of school programs. Also, ask them what programs they would like.
- Survey parents of junior high school students and ask what kind of vocational education programs they would like for their children.
- Survey lowest support precinct and highest support precinct (random registered voters) to determine their knowledge of the need for more vocational facilities.

3. To gain further skill in analyzing the results of a community survey, you may wish to refer to Module A–3, *Report the Findings of a Community Survey.*

An opinion survey need not (and should not) be as complicated or extensive as a community survey. The number and complexity of the questions to be answered by the survey will dictate the type of survey forms and procedures you will use. A simple one-page mailed questionnaire may be sufficient for your needs. However, if you want more detailed information (e.g., **Why** do junior high students have certain attitudes?), you would need a more lengthy questionnaire, and you might even want to conduct some personal interviews.

You should ask yourself the following key questions about what you want to know, and then structure your questionnaire (in this case, sometimes called an "opinionnaire") and survey methods accordingly.



- **What do I want to know?**—For example, how do junior high school students in your community feel about the "image" of high school vocational education students?
- **Why do I want this information?**—For example, enrollment in the vocational education program has been dropping, and you suspect that negative stereotyping may be one reason?
- **Who will be surveyed?**—Will you survey all junior high school students in the community? . . . a random sample? . . . students in selected representative schools? . . . only those who have indicated they are **not** interested in entering the vocational program?
- **What will be the benefits of the survey (e.g., to the vocational program and/or the community)?**—If, for example, you discover that, in the opinion of the students surveyed, vocational students are the school's slow learners, you could develop some strategies to create a more positive (and more accurate) picture of vocational students. The vocational program, and the community, could reap benefits if qualified students who might otherwise avoid the vocational program are attracted to it as a result of your efforts.
- **Is the survey really needed?**—Is this information on the opinions of junior high school students already available, from the guidance staff for example? Do you already know, through other kinds of feedback, how these students feel, and are you just unnecessarily postponing the work you will need to do to change attitudes?
- **Do I have the resources and administrative support to carry out an opinion survey?**—Do you have the staff, money, and time to poll a large number of junior high school students? Will the administration approve the undertaking?

If you have carefully considered all the above questions, you have, in fact, developed a **rationale** for your opinion survey. You have also laid the groundwork for your survey instrument and for determining how the survey will be conducted. Before going any further, you should submit all your plans (including the rationale) to the school administration for approval.

Sample 1 presents an example of an opinion survey instrument which might be used to determine the attitudes of junior high school students toward vocational education and vocational education students. The instrument does not ask any **direct** questions about the "image" of vocational students, but would enable you to draw some conclusions about how these students view the program and the students in it. Sample 2 is an example of an opinion survey instrument which could be administered to nonvocational students to determine their attitudes toward the program.

Feedback as Indicated by Community Voting Results

Many pertinent data are already available for your use in analyzing your vocational education program. These data can be used as guidelines for planning and developing future vocational programs.

Community **voting results** are one kind of data which can tell you a great deal about how the vocational program is viewed. Many school districts have to submit their budgets to the people each year. Election records are available and accessible. Through studying these voting records on school tax levies, bond issues, and other financial and nonfinancial issues, community opinions about the vocational program can be inferred.

SAMPLE 1

OPINION SURVEY TO DETERMINE ATTITUDES OF JUNIOR HIGH SCHOOL STUDENTS TOWARD VOCATIONAL EDUCATION

	Agree	Undecided	Disagree
1. I am interested in taking courses in the following areas:			
a. Business and Office Education	☐	☐	☐
b. Agricultural Education	☐	☐	☐
c. Distributive Education	☐	☐	☐
d. Health Occupations Education	☐	☐	☐
e. Home Economics Education	☐	☐	☐
f. Trade and Industrial Education	☐	☐	☐
g. Technical Education	☐	☐	☐
h. Industrial Arts	☐	☐	☐
2. I know what courses are offered in the vocational education program at the high school.	☐	☐	☐
3. I know what skills are taught in the vocational education courses at the high school.	☐	☐	☐
4. I would consider enrolling in the vocational education program.	☐	☐	☐
5. I would consider enrolling in the vocational education program if additional courses were available.	☐	☐	☐
6. Vocational education offers students a chance to be trained for good jobs when they graduate.	☐	☐	☐
7. Everybody I know wants to be in college prep courses in high school, if possible.	☐	☐	☐
8. Cooperative vocational education allows students to get on-the-job training.	☐	☐	☐
9. Cooperative vocational education is designed to give students who are failing an opportunity to get out of school and earn money.	☐	☐	☐
10. I have friends or relatives in vocational education programs.	☐	☐	☐

	Agree	Undecided	Disagree
11. No one I know takes vocational education classes.	☐	☐	☐
12. I liked the classes I've had so far in:			
a. Home Economics	☐	☐	☐
b. Industrial Arts	☐	☐	☐
13. If you graduate from high school having been in a vocational program, you can't get into college.	☐	☐	☐
14. Vocational students are often not part of the social activities of the school.	☐	☐	☐
15. Vocational students are active in the school's extracurricular activities.	☐	☐	☐

Nonsupporting precincts can be the target of a campaign to inform the people about the goals and purposes of the school. The "lukewarm" precincts and the more supportive precincts should not be ignored, of course, since they contain the people who support you and will continue to do so when it comes time to stand up for the vocational education program. Study the election records, and interpret and use this information in any projects, programs, or financial issues which you as a vocational teacher wish to promote. For example, if, through an analysis of community surveys and manpower data, you are aware of the need to expand your vocational program to include a new occupational area, you might wish to study and interpret community election data for financial reasons. From this data, you might determine which precincts have rejected the passage of increased taxes in the past. Armed with this knowledge, you could make a concerted effort to inform the members of this precinct about your vocational program, its needs and goals, and the effects of occupational trends, etc.

Feedback as Indicated by Enrollment Trends

Another source of feedback data is **enrollment trends** in vocational education programs for the last five or ten years. Records of these trends can give you a good idea of how your program is being received by students and parents. A comparison of enrollments among the various courses in the vocational education program can give you an idea of how individual segments of the vocational program are being received.

You might compare total school enrollment against vocational program enrollment. How is the vocational program doing in relation to the general education program as far as enrollment is concerned? Vocational dropout figures, student evaluations, student morale, etc., can also be compared with data concerning the total school. These data are readily available from the guidance staff, the school registrar, and the central office of the school district, and in evaluation reports of accrediting agencies. They can be a valuable indicator of student and parent acceptance of the vocational program.

SAMPLE 2

OPINION SURVEY TO DETERMINE NONVOCATIONAL STUDENTS' ATTITUDES TOWARD THE VOCATIONAL PROGRAM

Grade Level

10th ___ 11th ___ 12th ___ Other(s) _____

Would you be interested in enrolling in the vocational education program?

Yes ___ No ___

Check the area of the vocational education program you are interested in joining.

Business and Office Education ___
Distributive Education ___
Health Occupations ___
Home Economics ___
Technical Education ___
Trade and Industrial Education ___
Agricultural Education ___
Industrial Arts ___

Your attitude towards the vocational education program can best be described as:

Strongly like ___ Like ___ Neutral ___ Dislike ___ Strongly dislike ___

Do you think the vocational program is meeting the needs of the students in this school?

Yes ___ No ___

List some strengths of the vocational program.

List some weaknesses of the vocational education program.

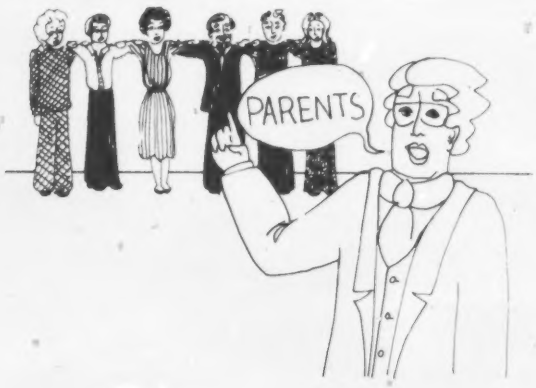
List some ways of improving the vocational education program.

If enrollment trends signal a possible problem, you may need to obtain or review other feedback on your program. For example, you might obtain feedback from parents, community leaders, and your advisory committee, and possibly conduct an opinion survey. All of this information may be needed before you can accurately pinpoint the problem. After analyzing the data and trying to identify what the problem is (a poorly organized program? . . . lack of communication between school and community?), you would then take steps, along with other faculty and administrators, to correct it.

Obtaining Feedback from Specific Groups

Feedback from Parents

If you teach secondary students, you will be very interested in soliciting their parents' views, opinions, and perceptions about your program. You need to know how they feel vocational education programs could be improved to meet the needs of their sons and daughters and the community. The informal methods of obtaining feedback discussed earlier, as well as the use of opinion surveys to gather a broader view of parents' attitudes, can give you this information. For example, informal coffees set up at school with predetermined groups of parents each week and home visits will help you learn to know them, their expectations, how well informed they are, etc. In addition, an ideal occasion to meet with parents and discuss their perceptions of, and suggestions for, the vocational program is the **open house** (school-wide, or one limited to the vocational program or to a particular classroom). After informal discussions with parents during the open house, you can distribute evaluation forms on which they can answer questions concerning the vocational education program.[4]



Feedback from the Advisory Committee

One of the primary purposes of an advisory committee is to **advise** the vocational teacher, the board of education or trustees, and school administrators on policies and problems. Therefore, it is necessary for the advisory committee members to maintain communication with the community and, to some extent, evaluate the school and its programs.

The advisory committee members should be asked about their expectations for the program. You can speak to them during regular meetings, obtaining the ideas of the group as a whole and of individual members. You can ask them to react to specific questions which would reveal their expectations for the vocational program, either through informal discussions or an opinion survey.

Consult with the advisory committee regularly and often. Compare their expectations with your goals, the vocational education program's stated goals, and the state's program goals. The members of the advisory committee can help you keep your hand on the pulse of the community.[5] They have been chosen because of their expertise in your area, their occupational experience, their community involvement, and their concern with building and maintaining a sound vocational program. Thus, their input can be a valuable source of help to you in determining whether changes are necessary, and in maintaining communication with the community as a whole.

Feedback from Community Leaders

Every community has a power structure or a group of individuals who seem to exert influence to a greater degree than most. The way in which these people react to your vocational education program may be a good indication of reactions of the community as a whole. These people who make up the power structure need to be identified and their expectations solicited.

Who are the citizens who make up the power structure, who have the authority and influence to help or hurt the vocational program? They may be political leaders, members of civic organizations, industrialists, union leaders, educators, or other professional people. Usually, these individuals are in the upper socioeconomic group; usually, all are intensely interested in public affairs. They are people with leadership ability of one kind or another, whose actions and ideas influence others and "make news."

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4. To gain skill in conducting an open house, you may wish to refer to Module G–7, *Conduct an Open House*.

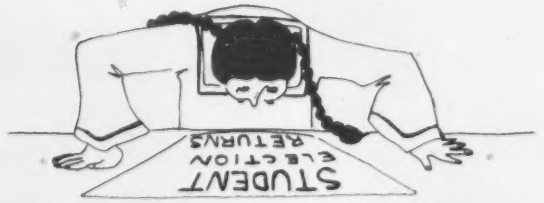
5. To gain skill in working with an occupational advisory committee, you may wish to refer to Module A–5, *Maintain an Occupational Advisory Committee*.

To help identify positional and reputational leaders in a community, look through social service directories; local political directories; and listings of clubs, industries, schools, businesses, and churches. The newspapers and other media are also a good source for finding out "who's who" in your community.

Compile a list of leaders in business, education, industry, organized labor, agriculture, civic organizations, service organizations, political organizations, and civil rights groups. Contact these leaders, and ask each one to name five or six or more influential leaders from the areas listed above. Also ask them to name leaders from underrepresented groups such as the handicapped, minorities, and disadvantaged. Then, visit with as many of these people as you can, on an informal basis, to discuss their expectations for the vocational program. They are another "audience," of course, to which an opinion survey could be directed.

Feedback from Student Body

One technique for obtaining student opinions about the vocational program is to analyze **student elections** held in your school. Keep records on how vocational students are received by the rest of the student body. How many vocational students were candidates, and how many got elected? This will be an indication of the image your program is projecting, the status of vocational education in your school, and how students in your program are received by their peers.



If the image of vocational students does not compare favorably with that of students in nonvocational areas, an opinion survey aimed at the student body as a whole may reveal some problems or false impressions you can work to correct. (See Sample 1.) Take steps to encourage vocational students to be active in organizations and to seek elective offices. When vocational students are elected to office, study the situation to determine if election was due to ability or popularity. If popularity is the only reason for student election, take steps to encourage those with popularity **and** ability to seek offices of responsibility.

In addition to analyzing student elections, you should constantly be aware of topics of student discussions in your classroom and of student comments made in the halls and cafeteria. These remarks and conversations can give you reasonably accurate insights into student attitudes about your vocational program. You will also find that you can obtain important feedback by asking students direct questions about the program, particularly if you are teaching in a post-secondary school. Classroom discussion centered around evaluation of vocational program services, attitudes toward vocational students, adequacy of vocational preparation, etc., can reveal important data.

It should be apparent that obtaining feedback from the school and community concerning the vocational education program is an ongoing, continuous process. In some cases, you should actively **seek** to gather information in response to a problem you have identified, or to clarify or check out other feedback you have received. Generally speaking, however, you will simply be using the opportunities that arise in your day-to-day activities as a vocational teacher (advisory committee meetings, open houses, faculty meetings, etc.) to learn how people feel about the job you and the vocational program are doing, and to inform others of the facts they need to know about the program. When events occur that have a bearing on the vocational program (e.g., in-school elections, a vote on a school bond issue), you should pay attention to the results and their implications in terms of possible problems or trends worth following up on.

This sort of awareness and "monitoring" of the situation will give you valuable information on which to make decisions and take action concerning the vocational program and its status in your school and community.

You may wish to arrange through your resource person to interview a vocational teacher in your service area who is experienced in obtaining feedback on his/her vocational program. You may wish to ask the following questions.

- From what sources do you obtain informal feedback from individuals in the school and community?
- Have you ever conducted an opinion survey? If so, what was your objective? What did you learn?
- Do you analyze enrollment trends, community voting results, and in-school election results? If so, what conclusions have you drawn, and what steps (if any) have you taken based on these conclusions?
- Do you confer with the advisory committee and community leaders regarding their expectations of the vocational education program? What types of information about the program do you obtain from them?

You may wish to meet with 2–5 peers who are also taking this module to discuss techniques and procedures for obtaining feedback about your vocational program. During this meeting, you could brainstorm sources of informal feedback, situations which would be appropriate for the use of opinion surveys, types of questions to be included in various opinion surveys, how you might identify community leaders and solicit their opinions, how advisory committees could assist in obtaining feedback, etc.

The following items check your comprehension of the material in the information sheet, Obtaining Feedback about Your Vocational Program, pp. 6–14. Each of the five items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. When is the appropriate time for a vocational teacher to gather feedback on the vocational program?

2. What use can be made of this feedback obtained from the school and community?

3. If a great deal of formal data has been gathered concerning the public's opinions of the vocational program, does the vocational teacher still need to gather informal feedback? Why or why not?

4. Why is it necessary to involve the school administration and members of the advisory committee in the process of gathering feedback on the vocational program?

5. How much weight can be placed on comments concerning the quality of your program made by a parent with an eighth-grade education?

NOTES

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. There is no one appropriate time to gather feedback on the vocational program. Your monitoring of school and community opinions should be a **continuous** process, not limited to occasions when an obvious problem has arisen. If a problem does arise, more direct efforts at data-gathering may be needed (e.g., conducting an opinion survey to determine why a school bond levy failed).

2. Feedback from the school and/or community may help you to identify **weaknesses** in the vocational program. If, for example, vocational enrollment has been dropping, and further investigation reveals that students do not believe vocational students at your school receive adequate training, some sort of program modification would be indicated **if** you determine that the students are correct.

   On the other hand, you may discover a weakness or omission in the **public relations program.** That is, you and others may have failed to adequately inform the public of the success of graduates of your program in obtaining and keeping good jobs in their field. Thus, gathering feedback can also help you **to identify (and correct) misconceptions** about the program.

   Finally, being alert to feedback from the school and community can help you **identify changing expectations** for the vocational program. For example, how do the advisory committee's expectations concerning the outcomes of the program compare with the program's stated goals and objectives?. . . . Are these expectations changing?. . . . If so, do you need to review the program in light of this input?

3. Obtaining informal feedback is an important part of any data-gathering process. Formal data (e.g., gathered through opinion surveys or analysis of enrollment trends) may or may not give you a complete picture of public attitudes. Informal feedback can provide fuller explanations of the data, or help to verify its accuracy (or your interpretations of it).

   In addition, you may want to investigate whether any **new** concerns have arisen since the data was gathered. Informal discussions with the individuals involved could reveal this, and perhaps indicate the need for additional, more formal, data gathering. Equally important is the opportunity informal contacts provide for you to answer doubts, concerns, or questions—to **convey** information as well as receive it.

4. School administrators and advisory committee members are in unique positions to give you feedback on the vocational program and/or assistance in gathering and using such feedback. Administrators frequently get calls from parents and other concerned individuals regarding the program, and are in contact with community leaders. In general, they have a grasp of the total school situation and the impact of community events on the school. In addition, of course, the administration must be involved when you are planning activities such as conducting an opinion survey, or any other action which requires funding and/or might reflect on the school as a whole.

   Advisory committee members have special expertise in terms of the vocational program, and are aware of changing occupational needs and community expectations. They can provide a link between the school and community, point out areas that need your attention (e.g., outdated equipment at your school is causing concern that graduates of the program will need special training on the job), and offer suggestions on how to proceed.

5. The comments of **all** parents should be heeded; the amount of education a parent has received is **not** a factor determining the quality of his or her insights. The parent may be employed in a related skill area and have an accurate view of what you are doing correctly or incorrectly. As a parent, he/she certainly is entitled to have strong feelings about his/her child's educa-

tional opportunities, and thus, any comments should be treated seriously. However, a statement made by **one** individual should be taken only as a warning that there may be a problem, and that **additional feedback** should be sought.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Obtaining Feedback about Your Vocational Program, pp. 6–14, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

Given a case situation describing the professional problems of a hypothetical teacher, develop a plan for obtaining feedback from the school and community which that teacher could use in solving those problems.

You will be reading the Case Situation, p. 22, and developing a written plan for obtaining feedback from the school and community which could be used by the teacher described.

You will be evaluating your competency in developing a plan for obtaining feedback from the school and community by comparing your written plan with the Model Plan, pp. 23–24.

Read the following Case Situation describing some problems Mr. Mayo, a vocational education teacher, was encountering. As you read, try to determine what Mr. Mayo could do to solve these problems. At the end of the Case Situation are some questions. Use these questions to guide you in preparing a written plan for Mr. Mayo to follow in working toward the solution of the problems.

CASE SITUATION

Home at last. Mr. Mayo shut the front door and drearily carried his groceries to the kitchen. The school year was not ending well. Up until recently, he'd thought he and his students had had a pretty successful year, but then the bond issue had failed. Now there was no chance of getting that new laboratory his program needed so badly.

Then there were the student elections: two of his club officers had been running for class offices, and one of his other students had run for student council. Not one of them got elected. Strange, too, since he knew John's capabilities . . . he'd have made an excellent treasurer.

To top it off, the principal had called him into his office to tell him that next year's enrollment in the cooperative education segment of the program was down. In fact, enrollment had declined to the point that the principal felt it was time to consider whether the cooperative program was needed at all.

The last straw had occurred on the way home that evening. While he was shopping at the local supermarket, he heard the store's manager say, "I don't know why they keep asking me to provide training stations for co-op students. Those kids couldn't find their way out of the room, and they're delinquents . . . you can't let them out of your sight. I keep telling that teacher I can't help him, but he keeps calling back."

Mr. Mayo had inwardly exploded and now, as he slammed the oven door, he was still stewing. His students got good jobs when they graduated, and the members of his student vocational organization always placed high in the club contests. What more could he possibly do, he wondered?

What more could Mr. Mayo do? What feedback has he gotten thus far? What seems to be the problem? What could be causing the problem? What steps should be taken to ease the problem? What feedback does Mr. Mayo need?

Compare your completed written plan for obtaining feedback with the Model Plan given below. Your plan need not exactly duplicate the model; however, you should have covered the same **major** points.

MODEL PLAN

If Mr. Mayo's perceptions are accurate, he is doing all right in his teaching/advisory role, but is not doing enough to promote his program or to inform the public about his program goals and objectives. So far, he has gotten feedback through (1) community voting results, (2) in-school elections, (3) enrollment trends, and (4) an informal "contact" in the supermarket. The problem revealed by this feedback includes the following:

- The public did not support the school's bond issue.
- The students are not supporting the cooperative program.
- The student body did not support the vocational students who were running for office.
- One member of the community has a very negative stereotype of vocational students and, thus, refuses to support the cooperative program.

Mr. Mayo has three choices: (1) he can take all this negative feedback to heart and revamp his program; (2) he can reject the feedback as being incomplete and unsupported, and plan a massive publicity campaign to sell vocational education to the community; or (3) he can assume that this feedback indicates some sort of problem about which he needs more information before taking any further steps.

The third option is the best since his information thus far is sketchy and haphazard. He knows there is a lack of support, but he really has no feedback to indicate **why** this lack of support exists. The problem may or may not be in the quality or content of the program; it may or may not lie in the quality and quantity of the promotional efforts. To act at this point would be premature. More information is needed.

There are a number of methods Mr. Mayo could use to ferret out the reasons for all this lack of support. For example, he could prepare an opinion survey which includes items designed to provide answers to the following questions: (1) what is the image of vocational students in the community; (2) how much do people know about the cooperative program and its goals; (3) how much information did people have concerning the need for, and purposes of, the proposed bond levy; (4) why did people vote against the levy; (5) what do people know about the vocational program in general; and (6) what, if any, weaknesses do people see in the vocational program.

Depending on available staff, time, and funds, and on administrative approval, the survey could be sent to all taxpayers, all parents, randomly selected persons in the community, or all persons in precincts which showed low support for the levy. Because of the complaint raised by the manager of the supermarket, selected businesspersons should definitely be included.

Mr. Mayo could also prepare an opinion survey for students which includes items designed to determine what students think of (1) the vocational program in general, (2) the programs offered by the specific service area, and (3) the image of vocational students. Items could also be included to ascertain their interest in enrolling in any vocational programs or to discover if they feel additional programs are needed. Again, this could be administered to all students in the district, all students in the high school, all nonvocational students, or randomly selected students.

He could obtain informal feedback by preparing a list of key questions relating to the identified problems and obtaining answers to the questions from key groups. For example, he could contact selected advisory committee members, school officials, faculty members, members of the community power structure, citizens, and students, and informally discuss these questions with them individually.

In addition, Mr. Mayo could make a special effort to be alert to other informal feedback pertaining to these problems. For example, by mingling with the parents during a PTA coffee hour, he might pick up additional information on why these problems arose.

Finally, he could check to see if a community survey has been recently conducted. If so, this survey could yield much concrete data.

Once Mr. Mayo has gathered, analyzed, and studied all this feedback, he can (probably in cooperation with the advisory committee, the administration, and/or other faculty members) decide on the appropriate actions to take. He may have to modify the program, change some goals, drop some programs, or add some program. He may have to develop a plan for upgrading the program. He may have to plan activities designed to better inform the community about the excellent vocational program they already have. Or, he may have to promote the program more intensely to convince people of its worth. Whatever the decisions are at that point, having adequate objective feedback should ensure that they are the right decisions.

LEVEL OF PERFORMANCE: Your completed plan should have covered the same **major** points as the model response. If you missed some points, or have questions about any additional points you made, review the material in the information sheet, Obtaining Feedback about Your Vocational Program, pp. 6–14, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

While working in an **actual school situation,*** obtain feedback about your vocational program.

As you fulfill your teaching duties, review and/or obtain feedback from a variety of sources in the school and community about your vocational education program. This will include—

- making informal contacts to obtain feedback
- conducting opinion surveys, or analyzing the results of existing surveys
- analyzing enrollment trends
- communicating with parents
- consulting with an advisory committee
- contacting community leaders
- studying recent community voting results
- studying recent in-school election results

NOTE: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time.

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review your documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in obtaining feedback about your vocational program.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Obtain Feedback about Your Vocational Program (G–10)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In obtaining feedback from the school and community, the teacher:						
1. maintained informal communication with individuals in the school and community	☐	☐	☐	☐	☐	☐
2. obtained feedback by identifying himself/herself with the vocational education program when meeting people from the school and community	☐	☐	☐	☐	☐	☐
3. communicated with parents regularly	☐	☐	☐	☐	☐	☐
4. asked parents for their views about the vocational education program regarding the needs of their own children and of the community	☐	☐	☐	☐	☐	☐
5. asked parents to give suggestions for improving the vocational education program to meet their expectations	☐	☐	☐	☐	☐	☐
6. asked community leaders to explain their expectations for the vocational education program	☐	☐	☐	☐	☐	☐
7. asked advisory committee members to express their expectations for the vocational education program	☐	☐	☐	☐	☐	☐
8. compared the expectations of the advisory committee with the stated goals of the vocational education program	☐	☐	☐	☐	☐	☐
9. compared vocational enrollment data with the total school enrollment data	☐	☐	☐	☐	☐	☐
10. compared current vocational enrollment data to enrollments of previous years	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
11. made a comparison of enrollments within the various types of offerings in the vocational education program	☐	☐	☐	☐	☐	☐
12. analyzed voting results on financial issues affecting the vocational education program	☐	☐	☐	☐	☐	☐
13. compared the number of vocational students elected as officers of various student organizations with the number of nonvocational students elected	☐	☐	☐	☐	☐	☐
14. determined the reasons why vocational students were, or were not, elected to offices	☐	☐	☐	☐	☐	☐
15. conducted opinion surveys in the school and community concerning the vocational program	☐	☐	☐	☐	☐	☐
16. determined methods for analyzing the information to be collected prior to conducting the opinion survey	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

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